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No. 1.

SABBATH IN THE MOUNTAINS.

Away from the straining and striving,
Away from the struggling and driving,
From the whirl of life's social zest;
There where the cool mossy fountain
Leaps from the heart of the mountain,
We had come for refuge and rest.
Afar from the city's commotion,
Afar from the vast human ocean,
Where life's bitter battles are fought,
Up, where the wood-birds are winging
'Mid pines, and their low carols singing,
We had come to worship God.

Softly 'mid the silent vastness;
Now the voice of solemn prayer is heard,
"Father,"—and the rocky fastness
Seems to bear aloft the sacred word.
All of life seems hushed in wrapped devotion,
E'en to the noisy children of the sod,
The speaker's words grew low with deep emotion,
We seemed so near to Thee, O Nature's God!

Now the hymn's sweet intonation,
Rises clear up on the mountain air;
Full our hearts of praise and adoration—
Praise in melody succeeding prayer.
From rock to rock the strains are wafted,
Birds and breezes join the sweet refrain
With low accord responds the murmuring river,
And cliffs re-echo it again and yet again.

And, O, what earnest resolutions
Upward to the Father's heart are borne,
How vast His works, how worthless our conceptions,
How small we seemed that sacred Sabbath morn!
And higher grew and pure each aspiration
Hushed was each ill while in that mossy grove,

As in the halls of God's unsullied temple
We heard anew the story of his love.

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Back to the toiling and striving,
Back to the worry and driving,
Back to the cities of men;
But, O, as to hearts passion riven,
Comes sometimes an echo of heaven—
Comes the thought of that day in the glen.

—C. D. Young.

THE NATIONAL EDUCATIONAL ASSOCIATION OF '95.

If the greatest republic on earth has three things of which to be proud, one of them is the N. E. A.

The sessions in Deaver bear evidences of a union of effort on the part of American educators that will be felt throughout the continent.

The preparation for the convention and the work done by the organization plainly indicate to the most casual observer that the teachers of the United States recognize that the "world do move," and that they are determined as to the direction in which the western part at least shall do its moving.

When viewing the vast assemblage—too vast for Denver's largest auditorium—and noting the fact that the membership of the N. E. A. is perhaps 80 per cent. female, one is led to contemplate the probability that the world is ruled by other hands than those that "rock the cradle."

The "wild and wooly West" with its power, push, and practicality was there. The careful, cultured East, standing on its eminence of scholastic attainments, was a wise participant. The sunny South, aglow with educational fervor and native enthusiasm, played no small part, while the North and Center of our commonwealth was represented by the majority of the assembled twelve thousand mind-movers.

Any attempt to describe the spirit or educational inspiration of the gathering would be as futile as an endeavor to depict the awe-inspiring influence of a Niagara.

Those who attended the gathering of Utah's teachers, four hun-

dred strong, when Colonel Parker delivered his course of inspiring lectures in Provo, can imagine a stream of enthusiasm of no greater intensity but of thirty times the volume carrying the educational interest of every state and territory in the Union and thus form something of an idea of the magnitude of the N. E. A.

Utah was there in small print, Provo in italics, and Salt Lake City in capitals. At least such was the impression of those who visited our headquarter at the Brown Palace hotel; but when Colonel Parker, the Martin Luther of education, spoke, Utah ranked as a peer among her sister states, and her name was echoed from floor to dome with the benediction, "God bless her," from the soldier pedagogue. It will be remembered that the Colonel *came* to Utah, *saw* Utah, and has not been afraid to speak of her as he found her.

THE N. E. A. COUNCIL.

Perhaps no feature of the grand work gave more general satisfaction and is of more importance than the work of the Council.

Each division of the labor of this body had been under the special management of committees and therefore undergone a most thorough and careful preparation, while a free discussion of the papers brought each subject before the listener in the light of the most searching criticism.

As an example of the work done by this body of educators, I insert the chief points of a paper by Dr. B. A. Hinsdale, well and favorable known by many of the teachers of Utah, and a man who has had an opportunity to view Utah educationally from a stand-point of personal observation:

B. A. Hinsdale, of Ann Arbor, chairman of the committee on pedagogies, took the floor. His subject was: "The Laws of Mental Congruity and Mental Energy Applied to Some Pedagogical Problems."

The main points made by Dr. Hinsdale were as follows: "Congruence" means agreement or harmony, and the adjective "congruent," means pertaining to or having this quality. The words have respect to relations and apply to physical things alone, to psychic things alone, or to the two taken together. Congruence is simultaneous or successive, and involves a blending or fusing of elements. First, bodily activities are congruous or incongruous—some tending to blend, others to repel. Second, physiological and psychological states are congruous or incongruous; certain corres-

pondences or harmonies exist between the body and the mind, also certain disagreements or antagonisms. Third, the primary psychic elements are congruous or incongruous. Cognition, feeling, and will are present in every stage of consciousness; within certain limits they vary directly, but beyond those limits, indirectly. For example, a gentle glow of pleasurable feeling conduces to intellectual energy, while violent feeling of any kind works in the opposite direction.

Second.—The intellectual activities are congruous or incongruous. Here also we note reciprocal aid and mutual opposition. Here we meet the large subject to which the terms "correlation," "co-ordination," "concentration," etc., are applied somewhat indiscriminately. This large subject also involves certain facts pertaining to mental energy, as follows: First, on the application of a stimulus to the mind, it is not at once fully energized. Second, maximum energy tends for a time to persist. Third, after a time mental energy begins to fall off, but less rapidly than it swelled to its maximum. Fourth, any interruption of the mental current retards the energizing process. Fifth, through repetition this process becomes easier and easier. Sixth, mental power is both specific and generic. Seventh, the same is true of mental fatigue.

Third.—From the laws of congruence and energy are derived some valuable rules of teachings, such as these: First, sufficient time must be given the pupil for his mind to become energized. Second, the pupil should be held to the same subject as long as the mental current continues to flow in full volume. Third, advantages should be taken of favoring times to do or secure the doing of certain kinds of work. Fourth, before the pupil reaches the fatigue point, the teacher should permit him either to take up another subject or drop study for the time altogether. Fifth, which one of these two things should be done will depend upon the kind of fatigue that has been incurred, whether specific or generic. Sixth, the school course of study, seventh, the working school program, and eighth, election of studies, should be made up or chosen with reference to the psychological laws above laid down.

Fourth.—Mental power and fatigue are both specific and generic and must be considered in the determination of all these questions.

Fifth—The psychic facts above considered, and especially their practical application to school subjects, demand fuller investigation than they have yet received.

Sixth.—The adjustment of the teacher and the text-book is also involved in the same principles. Successful teaching in its stages requires that the pupil shall be kept in one single line of ideas until that line has become well established.

Seventh and Eighth.—Under these heads the subject of elective studies and graduate studies were briefly considered in the light of the foregoing fundamental principles.

DISCUSSION OF DR. HINDALE'S PAPER.

Dr. Hindale's paper was very lengthy and was very warmly applauded, and George P. Browne of Illinois opened the discussion. He said this paper was remarkable from the fact of its first proposition. The congruence of the mind is the fundamental idea underlying the movement for reform in the schools and he spoke especially for the elementary schools. There was one point he wished to speak of, and that was the isolation of congruent forms of activity in the education of children. The proposition is to what extent is there incongruity in the subjects of study and to what extent can these incongruous studies be taught together. This question naturally leads to a study of what was and what was not congruous.

Louis Soldan of St. Louis said all phenomena observed in children were as a rule mental, but a close study of physiological psychology led to many interesting discoveries. The idea that pleasurable feelings should prevail in the school-room was one especially emphasized by Herbart. To entertain is not the object but to teach the child in an entertaining way is important. Another idea was that mental economy requires not only a change of work but continuity. Why not let the teacher gyrate with the class, even if there was a change of rooms?

S. G. Williams of Ithaca, N. Y., said this idea had been advanced by Herbart several years ago. The idea was that the teacher should have charge of the little children from four to six years.

WORK ONLY BEGINNING.

Mr. Baldwin of Austin said he felt that he was only beginning this work. Half the energy of teachers and pupils from kindergarten to university was wasted because of lack of knowledge of how to economize energy and do our work when we are at our best.

James H. Baker of Boulder was especially interested to know what answers Mr. Hinsdale would give to some of his own queries. What did he think concerning the use of many text-books in connec-

tion with a single line of ideas? Mr. Hinsdale said in elementary work the number of books must be kept small. In higher education it might be diversified. He was in favor of following one line until it was thoroughly established. Mr. Browne asked whether when a child was studying arithmetic all other studies were to be dropped? Mr. Hinsdale said for the time being certainly. The child could not study arithmetic all day.

Mr. Hinsdale in answering a query said that in good high schools there is a course of studies and the form of election will come before the student in choosing his course. In colleges there are different rules. At Ann Arbor half the course is prescribed, and in their choice of the other half students are affected by the ideals of the college, the professors. As between absolute freedom of selection and a hard and fast course he preferred the latter.

Professor Russell of the State University, just returned from Europe, stated that there is in Germany at the present time a movement to secure the promotion of the teacher and pupils so as to gain all possible good from continuing them together.

Mr. Shaeffer of Pennsylvania thought the paper in one particular did not lay enough stress on the fatigue point in examinations, and cited instances to prove that in many cases the fault rests with teachers who require too much, rather than with the overtaxed pupils.

Mr. Hinsdale in closing said he presumed Mr. Richards brought the children up as Christians in spite of the atheism and infidelity that exists, and when he taught them their Bible lessons he did not tell them it was uncertain whether what he said was true. And so in respect of secular studies, it was not necessary to notice the incongruities that surround us, least of all in framing an ideal education.

THE REGULAR SESSIONS

of the Association were devoted to the reading of papers and in free discussion of the same in which could be plainly seen the leanings of educators each to his respective school: Humanism, realism, or naturalism. The representatives of the West showed strong realistic tendencies and boldly advocated utilitarian phases of culture; those of the East were strong in asserting their preference for the humanities, literature and history.

A Central man in his paper declared the schools of the scholastic age to be worse than none, while one of the ablest educators of the

East, in discussing the value of knowledge, quoted in support of his views the words of Mathew Arnold: "The acquainting ourselves with the best that has been known and said in the world and thus with the history of the human spirit," and also,

"Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.
There is an inmost center in us all,
Where truth abides in fullness; and around,
Wall upon wall, the gross flesh hems it in,
This perfect clear conception....

....And, to know,
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without."

"This," said the gentleman, "is the poetical form of the truth that I believe is pointed to by both philosophy and science. It offers us a sure standing-ground for our educational theory. It reveals to us, not as an hypothesis but as a fact, education as spiritual growth toward intellectual and moral perfection, and saves us from the peril of viewing it as an artificial process according to mechanical formulas. Finally, it assures us that while no knowledge is worthless—for it all leads us back to the common cause and ground of all—yet that knowledge is of most worth which stands in closest relation to the highest forms of the activity of that spirit which is created in the image of Him who holds nature and man alike in the hollow of his hand."

When the applause which rewarded the speaker had subsided, Mrs. Jay Robinson, well known in Denver, sang Tennyson's "Break, Break, Break," arranged for alto, and was recalled by the audience.

The last number of the program was a paper, read by Dr. W. N. Hailman, superintendent of Indian schools, entitled, "The Next Step in the Education of the Indian."

INDIAN EDUCATION.

One very prominent feature was the consideration of education among the American Indians. Mr. Hailman, in charge of that department, clearly set forth that the reservation system of *un-Indianizing* the red man has been and will continue to be a fail-

ure. The only way to civilize our red brother is to compel him to live laws of civilization and put him under the environments of civilization. Mr. Hailman's paper has in it some pedagogical views of value to every teacher in the land.

THE DEPARTMENTAL WORK.

especially in the Normal Department, was not all that could be expected. The papers as a rule were good, but the discussions were often tedious and time-wasting. It seems that two or three individuals ("big guns") had the idea that these meetings were for their special benefit, and in one or two instances the audience became perceptibly small before these pedagogical pugilists had their fifth or sixth round of wordy war on the same point. It made one wish for an application of the five-minute one-speech rule.

Some of the chief points brought out in the first meeting of this branch organization were:

- 1.—In all normal schools not only the subject should be taught, but how to teach it as well.
- 2.—That teachers in training should first pass through a period of observing, then to a period of class-teaching, and finally to the taking charge of a department.
- 3.—That candidates for training work should be at least high school graduates or those in the fourth year of normal work.
- 4.—That the study of childhood should precede the study of the child.
- 5.—That a course in theory should prepare the way for intelligent practice.
- 6.—That comparatively very little is known about education as a science.
- 7.—That teaching is an art only so far as it properly applies principles of education.

THE HOSPITALITY OF DENVER.

Everything went down to bedrock except welcome, good will, and anxiety to entertain the teachers.

Railroad officials, merchants, hotel managers, restaurant keepers—in fact all classes seemed to vie with each other in their liberality and courtesy.

Every individual inhabitant of the city in his words and acts seemed to be full of the sentiment: *Denver first, last, and all the time.* All spoke for, but never against, the Silver City.

Let Utah unite in securing the next Western meeting of the *National Educational Association in Salt Lake City*, and be the dispensers of the hospitality of the Queen of the West.

G. H. B.

CULTIVATION OF THE MEMORY.

[B. CLUFF, JR.]

In former articles it was shown that memory is not a faculty in the sense that perception is, but rather it is a condition of activity of all of the faculties, and that to cultivate any particular part, that part must be exercised. That is to say, to cultivate the memory for dates or the memory for names, the mind must be exercised upon dates, or names as the case may be. The operation or exercise is the same in both cases, but the material upon which the exercise is given is different.

As it is seldom that a person's memory is weak in every particular, it is well for one to analyze his case, discover the weak parts, and direct his efforts along lines proper to strengthen those parts. Suppose, for instance, the analysis shows that one cannot remember dates. It is not sufficient that he cultivate his memory for places and events, he must cultivate his memory for dates and that by exercise in learning dates. So, if one is unable to remember names, he must cultivate his memory for names; thus in all cases he must exercise in the direction of the weakness in order to cultivate and make the weak parts strong.

If it will be borne in mind, that exercise, systematically and logically pursued, develops, one can easily arrange a course of study that will strengthen the memory. Suppose, for instance, we wish to cultivate our memory for dates. Here the object is to render it possible to hold in the mind and re-produce at pleasure important dates in history. I recommend that the student begin with the dates of three or four events that are worth retaining for themselves. Learn these carefully and add next day the dates of two or three other events; learn the whole, and on the day following add three or four more, and so on until a list of fifty or one hundred is made. All the time the mind has been growing in its power and capacity, and with an occasional review of the whole list, will continue to grow until it will be found an easy matter to retain any important date.

To illustrate, suppose one begins in the history of England with the following list for the first day:

- 54 B. C. (Cæser's Invasion of Briton),
- 410 A. D. (Roman Invasion of Briton),
- 1066 A. D. (Norman Conquest—Battle of Hastings).

Carefully commit to memory those three dates, repeating them over and over again, comprehending the events, and fixing them firmly in the mind. The next day add to them three others as follows:

- 1071 A. D. (Abolition of the Great Earldoms),
- 1086 A. D. (Doomsday Book),
- 1096 A. D. (First Crusade).

Fasten these in the same way in the mind, reviewing the first three until all six dates are firmly fixed. The next day add three others and so on from day to day, and review until the whole list of fifty or one hundred is mastered. Every day the memory will gain strength, and if this exercise be kept up for a year or so, it will become sufficiently strong for all practical purposes.

Second: Suppose the desire is to strengthen the memory for names. In this case, I recommend the same exercise, except that now names will be the object instead of dates. Suppose we begin in United States History. Commit here three or four important names; to this list add the next day three or four others and review the first list. So day after day keep adding and reviewing until one hundred important names have been committed. The power of remembering names will grow very much with the exercise, and finally, in a few months, or a year, the memory will be sufficiently strong in retaining names.

Take for instance, first, the following names:

- John Cabot,
- Sir Francis Drake,
- Sir Walter Raleigh,
- Henry Hudson,
- Lord Delaware.

After committing these (with the events that make them illustrious) review them the next day and add the following:

- James Cartier,
- Verrazzini,
- Chaplain,

Ponce de Leon,
Ferdinand de Soto.

To this list add others the third day, and review the whole list fastening it firmly in the mind, and so on from day to day.

Third: To cultivate the memory for names in connection with faces. One is often abashed in meeting an acquaintance on the street that he is unable to recall by name. To cultivate the power of easy recall, I recommend the following: Always repeat the name, aloud, or in a whisper, of an acquaintance that is known, as you pass him on the street; and when first introduced to a person repeat the name in a whisper two or three times as you are in conversation with him, taking casual looks at his countenance, and so the next time you meet him repeat the name aloud as you pass the time of day. In this way with a little patience and care the name will come to mind when the face appears, the association between the expression of the countenance and the person's name will be perfect. Too often, we simply say, "How do you do?" to an acquaintance without repeating the name and thus the face loses the power of calling up the name.

Fourth: To cultivate the memory of events: In this case the memory must be exercised in recalling the events as nearly as possible as they occur. A very excellent way is to repeat in the evening to oneself or to a friend, if a friend can be found who will listen, the events of the day, or possibly the events of the day before; or to relate carefully the events of the week, or to repeat either orally or in writing the historical events one has read. Any way in which the mind can be exercised in relating events will cultivate the memory.

We have also divided the memory into verbal and rational, and these kinds have been explained. The verbal memory needs but little cultivation in youth; but sometimes it weakens in age. To cultivate it I would recommend the study of a foreign language. Nothing will give one a better grasp of words than this study; however, the study of science is excellent, because here many new words are learned. Reading the dictionary is excellent to increase one's vocabulary and power over words. Learning synonyms is another way. Any of these or all of them systematically pursued for a few months will materially increase one's power to retain words.

In the case of the rational memory, I cannot do better than

quote from Dr. Abercrombe, who recommends "that students practise tracing the relation between new words and others with which they are previously acquainted, and of referring facts to the principles which they are calculated to illustrate or to opinions which they tend to affirm, mollify or overturn Cultivate the habit of association by pointing out the relation of facts to each other and the manner in which they illustrate one another, or lead to some general conclusion."

A very essential part to the cultivation of this memory is thoroughly to comprehend that which one reads or hears and to get the ideas thoroughly and clearly settled in the mind. The words are not so much to be taken into account as the idea, and in reproducing the idea one should use his own words rather than attempt to quote off the book.

One or two suggestions here will not be out of place. First, care should be taken that the original impressions or first impressions shall be clear and distinct. Second, one thing very essential to success in the cultivation of the memory is constant and systematic practice. A few spasmodic efforts will not produce the results. Will power if necessary must be exercised and the mind kept upon the subject, though it be tired of that subject, in order that the proper results may be shown.

The discovery of a specific for the microbe of old age will have one good result—it will give the old man another chance.

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"No," sighed the microbe, "traveling is not what it used to be. The quick, fin de siecle kiss keeps one constantly on the qui vive." His very air betrayed the shattered nerve.

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The Kiss.—"Sir," said she to he, indignantly, "just you put that right back where you got it."

"Indeed," remarked the bacillus to himself. "This is a surprise. I had no idea she would miss me."

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"Dr. Reilly's discovery of the dangers involved in kissing is very alarming, isn't it?" said the young man.

"Very," the young woman replied, "but then you know women admire courage in a man above every other quality."

EDITORIALS.

VITAL EDUCATIONAL QUESTIONS.

Utah is passing through a transition in education. Everywhere we behold the evidence of a mental ferment that is stirring teachers to activity. Vacations are greedily seized upon for self-improvement. Summer schools flourished north, south, east, and west, right on top of the N. E. A. Convention at Denver. Enthusiasm runs high. Reports reaching **THE JOURNAL** from these wide-spread educational movements are most re-assuring. Let us add fuel to the fire, fellow-teachers, until our blaze shall be seen in the East, and pilgrims from the Atlantic will come to the West for warmth and light.

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It is a most auspicious opening, this, for the schools of the Territory. Whether it be the effect of the summer's pedagogic brightening and burnishing of the profession or the glow of anticipation which the dawn of statehood sheds upon teachers as upon other progressive citizens, certain it seems that hope and vim fill the school-rooms. As is the teacher, so will be the school. Let us hope that there is momentum behind this sprightly beginning, for momentum will be required before the year is out. While we are all filled with the spirit of marching forward, let us cast the light ahead, not to discourage, but to give direction to our movement.

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Our first concern must be to increase the general efficiency of the teaching profession. So great has been the demand for teachers during the last decade, and so insufficient the supply, that raw students have been pressed into service. Many have had no other preparation than a district school education. Our normal colleges, compelled to supply this demand, have run on short courses of study. It is only within the last five years that really collegiate work has been required for graduation. The result is, that seventy-five per cent. of our teachers would fail today if called upon to take a high school examination. Nor would such failures show their real weakness as teachers. Most of them have more facts at command than they will ever find opportunity to convey. It is not a question of knowledge, but of power—power to think, and arouse thought.

They need the mind-discipline that academic studies are best suited to give. Many teachers realize this and are making noble efforts at self-improvement. Indeed, the unprecedented interest in summer schools shows that there is a general awakening on the subject. But after all is said, these efforts in nine cases out of ten are spasmodic rather than persistent. And even where they continue, they are, for want of supervision, often disproportioned and lack educational perspective. THE JOURNAL last year proposed a four years' course of private study leading to examinations of which the law can take cognizance. Such a course would tend to unify our school system, furnish a focus for the efforts of the teacher, and lead to the employment of many hours now wasted in frivolities. Shall we have the supervision necessary to make this course a success? We await the election.

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Our next concern should be to have good teachers better paid and poor teachers not paid at all. This means a campaign directed to school officers and patrons. How long will it take to make trustees and parents see that it is not knowledge so much as *mental habits* that their children should gain in the school-room? Think of a teacher accepting slip-shod work day after day; permitting habits of inattention to grow; and developing such feebleness of purpose that the mind slips cogs at every little unusual strain—think, we say, of a teacher thus equipping for life a whole room full of children, the pride of a village! Is it not a crime? All, forsooth, that the district may be saved five or ten dollars a month, the difference in salary between a lesson-giver and mind-awakener!

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As teachers we must attack the “good enough” spirit in other directions—notably as it affects school-buildings and school furnishings. No district is too poor to have a palace for a school-room—at least a room as attractive as any home in the district. How else shall efforts to cultivate the finer, nobler feelings be successful? In populous centers of Utah may be found school-houses that do credit to the nineteenth century; but there are still places where the houses would hardly cast shame on the sixteenth. Between these extremes there is opportunity for vigorous improvement.

Talk of stinginess! Why, private parsimony might pass for generosity in comparison with some cases of public parsimony that

teachers witness every year. Think of a district voting down a tax of two or three hundred dollars for necessary furniture and apparatus, when a score of separate men in it each spend yearly that sum to decorate their private parlors! Alas, that the ghost of "good enough" is still above ground!

Now, the reason for this backwardness of certain districts is not far to seek. It lies in the fact that the majority of the voters are not aware of how fast the world is moving—that is, they have no means of comparing their own district with others.

This is the remedy. Careful data should be collected concerning buildings, furniture, apparatus, and equipments, school libraries, teachers' salaries, etc., and every district should be rated in each of these items, first, second, third, fourth, or fifth class, according to a definitely itemized classification. Such data should then be published annually and widely distributed to teachers, trustees, and patrons.

What effect would such information have if given to the voters of a fourth or fifth rate district? Would they vote down the next tax for school-improvement? Perhaps.

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Another flagrant weakness in our school system can be cured in a similar way. This case illustrates it. Several years ago, in one of our rural districts, a certain teacher accomplished the ruin of one of his school girls. The outraged citizens gave him an hour's notice to leave the town forever. He disappeared; but if anyone imagines he went into a cave to hide his shame, he would be sadly mistaken. Some time ago he turned up as a teacher in a remote district; and taking the trouble to look up his antecedents, we found he had lost no time (nor opportunity, either, it is safe to say). He may even now be teaching somewhere in the Territory.

The fact is, our trustees are practically helpless. They change every year or two and are thus strangers to the teaching fraternity. Often they are men unaccustomed to business methods and slow at correspondence. This fact, together with the great demand for teachers in the past, has made it possible for almost any teacher to get employment on his own representations. The case is bad enough when it results in the employment of a teacher, year after year, whose only fault is repeated failure. But when it opens the door likewise to the moral leper, it becomes a crying evil.

Accordingly, there should be published in the same annual report a tabulated history of each teacher in the public service, rating him in every particular that would serve to guide his future employers; by his school work, his attendance at institutes, his examinations, etc., as estimated by trustees and county superintendents.

Do you not perceive what a wonderful impetus such a movement must give to education?—what earnest efforts at intellectual improvement, what carefulness in moral conduct, what punctuality at county institutes, above all, what facility for tying into one harmonious unity the entire teaching fraternity!

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Our school system is abreast of the times only by patches. Nor is it any wonder. Until one year ago, politicians rather than teachers had for a long time been at the head of the educational machinery. What is most needed now is intelligent supervision—by a man broad enough to hold all the factors in his mind at once, co-ordinating and sub-ordinating them as harmony shall require. Such a man we shall not fail to get at the next election. Our school law is capable of vast improvement in the direction of unity and economy. Kindergartens should be extended to all prominent towns and villages. Physical culture gives the only assurance of symmetrical growth alike to the undeveloped children of the city and the disproportionately developed children of the country. Music is rightly regarded as the directest route to the awakening of the esthetic emotions. Nature study direct should largely take the place of the cut-and-dried lessons of text-books. A year's course on Utah Resources should be given in every eighth grade. School libraries are imperative. Where schools are perfectly graded, text-books should be furnished by trustees from the proceeds of a special levy on the district. High schools should be established wherever they can be supported.

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Shall we succeed in keeping before us during the school year these vital questions and a thousand others that make up the *whole* of the forward educational *movement*, or shall we permit daily routine to drive us from the current into the eddies of mechanical habit where we go round and round for a season only to lodge in the mud at last? One safe way to keep yourselves in the stream of progressive thought is to surround yourselves with educational litera-

ture. Let THE JOURNAL OF PEDAGOGY have the foremost place on your table.

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NON-PARTISANSHIP IN EDUCATION.

Elsewhere in this issue, we publish letters from Dr. John R. Park and Dr. Karl G. Maeser, the opposing candidates for the office of Superintendent of Public Instruction. These letters disclaim for the writers all partisanship in educational affairs. They place both the gentlemen on high, clean ground; not higher nor cleaner, however, than they have occupied in the past, nor than they will, it is safe to say, occupy in the future. Let every teacher rally to the support of this movement. The Sevier county teachers, be it said to their honor, have anticipated it. The resolutions given below, were unanimously passed by the official institute of that county, June 28, 1895:

WHEREAS, Our public schools should be counted common ground where the interests of all creeds, sects, and parties may meet without clash or disturbance, and

WHEREAS, It has been demonstrated, over and over again in Eastern cities, that school interests retrograde when under the nepotism and favoritism of partisan domination, therefore,

Resolved, By the Sevier County Teacher's Association in official Institute assembled, that all movements pertaining to the welfare of our schools should be non-partisan in character and should be conducted without reference to party politics; and

Resolved, That in supporting nominees for school offices, whether local, county, or Territorial, we will vote for educational fitness without respect to party affiliations, and will use our best endeavors to persuade other voters to do the same.

Resolved, That we heartily endorse the administration of the present County Superintendent of Sevier county, and name him as our choice for re-election.

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CONGRESSMAN BRYAN AT THE B. Y. ACADEMY.

The Brigham Young Academy has a well earned reputation for "catching on the wing" the most noted educators and especially the prominent public lecturers that visit this side of the continent. President Elliot of Harvard made the Institution at Provo the initial point in his visit to the Territory; Dr. Gordy, Frank G. Carpenter, and other persons of note, have lectured to the students.

If one thing more than another can be named as the means of holding the educational light of Utah up to the world, it is the bringing of Utah's teachers into professional contact with prominent educators of the country at large, and in this work the B. Y. A.

Summer School took the initiative by securing the services of Col. F. W. Parker, who gave a course of pedagogical talks to over four hundred of our public instructors.

This successful venture was followed by a similar one in which Dr. Jos. Baldwin, from the "Sunny South," gave the main course of instruction; then came the summer school of '94, which brought hundreds of our practical teachers under the critical observation and lucid instruction of Dr. B. A. Hinsdale of Michigan. The work does not slacken nor the interest abate. In fact the present condition is one of energy added to by the momentum of past successes.

The last, but by no means the least successful, effort resulted in securing the services of Congressman Bryan who spoke inspiringly to the students in the afternoon and lectured to the school and leading citizens during the evening in the Academy Assembly Hall. The afternoon address was a condensation of *student-life* problems aptly illustrated. The general verdict was, "He wasted no words."

The evening lecture was listened to with intense interest; not because of oratorical display but because of its simplicity, clearness, and force. Mr. Bryan endeavors to be no one but himself; and while he is a man of more than average attractiveness in physique, manner, and speech, those listening soon forget the man in the subject he brings before them. He evidently "knows whereof he speaks" and believes what he says. In him we find that true oratory which comes without seeming effort.

* * *

THE JOURNAL was ready a month ago to place at the head of its editorials a salutatory that should indicate with what zest it enters upon its second volume. It has lost none of its hopefulness, but is inclined to subdue the colors of its gratulation to the sober hues of an apology, and place this where it is least likely to be read. Do you realize, fellow-teachers, that under the best of circumstances it is difficult to launch a new journal, where a number of its predecessors have been swamped while not yet out of sight of the shore? The pedagogic shore-line is today covered with teachers watching this last experiment, doubtful whether or not to wish it God-speed. That we are a month late is partly due to our desire to christen a new font of type just received with this first issue, partly to circumstances that adjust themselves only when *ready cash* speaks. We trust that there need be no delay with future numbers.

OBSEvation LESSONS.

[ABBY CALISTA HALE.]

Not so many years ago but that many of us can easily recall the time, it was the custom of every school-teacher to have a certain period set apart on her daily program for "General Lessons."

The General Lessons were usually programmed to come at the last period of the session, and if by chance something was to be omitted, what more natural than that which came last?

I once heard a teacher asked, "What do you give for general lessons?" "O, anything that comes along," was the answer. "I seldom have any time left for it, so I don't take the trouble to prepare any lessons. The children don't like them and I detest them. I only give them once in awhile to comply with the rules and regulations."

This teacher was a fair representative of a class existing at that time, and expressed the views commonly felt regarding the giving of general lessons. Originally, general lessons meant the instruction in certain subjects that would be likely to come beneath the notice of the child, and haply awake some questioning in his mind.

The range of subjects was wide, embracing everything from an oyster to a granite quarry, a grain of wheat to a mountain. No teacher could complain of being restricted in her choice of subjects. An opinion prevailed among many teachers that that which was most remote and unusual held the greatest amount of interest, and instruction was given accordingly.

The lack of interest shown by teachers was reflected by their pupils and the general or object lessons gradually fell into disfavor and neglect. So it came about, that like all other neglected things, the lessons in many cases, from being slighted, were entirely forgotten or remembered only at long intervals.

The advancement in educational thought and a growing sense of the relations of psychology to education demanded the cultivation of sense perception, and this end could be reached only by training the child to observe that which surrounded him. Out of a realization of this need grew the establishment of Science teaching in the Primary schools under the names of Observation Lessons, Natural Science, and Nature Study.

With the giving of Observation Lessons comes the knowledge that we need not look to the remote and unfamiliar to find subjects

for study of the greatest interest. Each season, month, or day suggests something that, to the earnest teacher, seems absolutely necessary to be taught; something that will add to the child's knowledge, increase his mental powers, and enrich the subjects of study.

In the minds of many educators Nature Study is the central subject in the Correlation of Studies, and as such should be the important factor in the school course. If this study of nature is to be the nucleus around which all other studies cluster, it is necessary for the teacher to give rather more than a passing thought to the study. She should be able to answer to her own satisfaction the questions: *Why* do I give Observation Lessons? *How* shall I conduct them that they may best serve the ends in view, and *what* shall I use for my material for study? In the first place, is the reason to be found in the fact that it is required by the board, or that Miss A does it or that it is the fashion, and perforce must be adopted like a new way of arranging the hair, or a new style of dress sleeve? Or does the teacher feel that it is through the realm of nature that she can lead her pupils to a better understanding of subjects of a higher development of intellect, and a broader and keener insight into the universe?

Is she fitting her students for a larger and better manhood and womanhood by inculcating in them a love and appreciation for God's creation, and through this to a wider and truer culture? If the teacher has not a genuine love for nature herself, and is unable to cultivate it, and if she has no higher motive than to use up half an hour a day, she had best abandon all idea of giving observation lessons and stick to "keeping" school and the "three r's" till some kindly circumstances remove her from the position. More mischief can be done by attempting Nature lessons without the spirit of nature than by leaving the subject absolutely alone. It is like the play of "Hamlet" with Hamlet left out.

It would be well if all teachers were to follow the advice of the old miser to his son about money, with respect to a love for nature. "Get money, my son; get it honestly if you can, but *get it*," said the old man. Teachers, get a love for nature, get it spontaneously, naturally if you can, but *get it* some way.

I have taken Nature Study, Observation Lessons, Science Lessons as being nearly synonymous, and in reality each one includes the other. No true study of nature can be carried on without the

closest observation, and all that pertains to nature is classed among the sciences. Observation lessons must accept nature as the great inspiration, and science without the aid of observation and nature study would be worthless.

The danger that menaces the profitable study of Natural Science is the misunderstanding or misapprehension of the true meaning of observation. Already some seem to feel that all the observation that is necessary can be done by the teacher and *told* to the pupils. They are expected to take the teacher's word for it.

Now *observation* implies *seeing*, and each must see with his own eyes if any personal benefit is to be derived from the subject of study. The teacher may be able to describe with perfect accuracy something she has observed, but to the child it is like a marble statue, perfect in every detail but lacking that vitalizing principle which makes it seem *real*. In order that a child may learn to *see* he must use his eyes, his ears, his hands; *see, hear, touch* what is around him—placed there for his understanding. There are many more than one imagine in this world who are blind to much that is in nature and it should be the aim of the teacher to see to it that those in her charge are not among those who “having eyes, see not; ears, and hear not.”

There is no *best* way in which Observation lessons should be given. The main point is carefully to consider what observation means and carry out the lessons in letter and spirit. If the subject for study should chance to be the grasshopper, bring the insect before the class, or better yet, let some go out and catch a few for the class and report on how and where they were caught, and give some account of the surroundings.

Any subject taken from its natural environments loses something of its personality. The bird's nest in the school-room is not so much a part of nature as when on the apple tree bough, and cannot be studied to such good advantage.

There is danger that, in her zeal, the teacher will try to *tell* too much of her subject. She will not have the patience to let the child discover for himself certain facts that come only through careful observation of the subject. She is in such a hurry for him to see this or that, that the child is borne resistlessly along on the current of his teacher's enthusiasm and at the end has only a confused notion of what he has been studying. Grasshoppers' wings, birds'

toes, hornets' nests, spiders' webs and flower stems are mingled in hopeless confusion in his poor little brain. There has been no *time* for assimilation and the child's mental digestion must inevitably suffer.

Let the teacher take for her leading thought the cultivation of a genuine love for nature and her lessons will not be unprofitable, although perceptible results may not be immediately apparent. Never continue these lessons when they become irksome to pupils or teacher. Try to find out the reason of the tiresomeness and seek to find some way to remove the cause of the difficulty. Children are generally interested in what they do themselves, and if they have the privilege of doing most of the observing, the lesson is likely to be of interest.

Subject matter for Nature Study is not difficult to find. Every morning's walk to the school will show a multitude of subjects to the observant teacher. It only remains for her to select her material. She should keep in mind the the economy of having subjects that may be easily co-ordinated with her other work, or that will serve to enhance some other subject.

At this season of the year the study of fruits, grains, the distribution and protection of seeds, migration and migratory habits of birds, preparations for winter by animals and man, the coloring and falling of the foliage, the harvesting of grains and fruits, the appearance and effects of frost are all timely subjects.

Now is the time to gather specimens for the cabinet; rocks, minerals, different kinds of soil, deserted homes of birds, insects, etc. A collection of tenantless wasps', hornets', and bees' nests, would furnish a fund of interest in the study of *homes*. Many profitable and pleasant hours may be spent with the cabinet in classifying, labeling, and arranging material gathered when out-of-dors study is impracticable.

If the teacher has a genuine interest in the nature study work, ways and means of conducting the lessons will suggest themselves to her. She should study *with* the children and in guiding them to observe that which is around them learn to observe herself.

SCIENCE FOR AUTUMN—LOCAL GEOLOGY.

[WALTER M. WOLFE.]

Geography, geology, and meteorology go hand in hand during the autumn months. Especially is this true in the primary grades where the unification and co-ordination of work is effected in a much more practical way than in higher departments. It goes without saying that the more a subject has been localized the better it will be enjoyed. The geography of the village and ranch claims the attention of the little child. The flower he picks on the way to school he learns to love; the mountain beneath whose shadow he plays he learns to know.

Autumn in the valleys of Utah has a characteristic beauty as different from that displayed among the Alleghanies as from that of the prairies. Instead of flaming hillsides against a background of somber pines, we have here a soft maroon and russet carpet, varied only by the pale yellow of the aspens, that covers our mountains from base to summit—not to conceal but, like a veil, to enhance the beauty and soften all harsh features in the majestic outline. And towering above or jutting from this drapery of the closing year are cliffs and walls whose naked heads and sides, black, brown, gray, and white, reveal the story of their birth to all who stop to ask of them the question.

“School-room geology” is interesting and profitable, but it fails in one most important particular. While it dwells at length with simple mineralogy, with the effects of erosion and corrosion and other phenomena that are understood by the teacher, it does not teach of our mountain masses as integers, of the pebble as a part, of the canyons and lodes as symbols of operation. It shows no relation in time or process of construction between mountains on the west and mountains on the east. It does not tell how the rounded boulder was originally one with the peak that is now a mile above our heads. It is a melancholy fact, for which text-books are largely to blame, that a Utah schoolboy on his graduation from the eighth grade, knows more about the dynamical and historical geology of Appalachians and Alps than of Uintahs and Wasatch; that he can converse fluently about the Caspian Sea and has never heard of Lake Bonneville. Teachers as well as text-books are in a measure blameworthy. The text-book, written and published at the east for eastern students, cannot find space to devote to formations and structures that are

peculiarly western in type. Too often our teachers do not know what sources to consult for the information that they desire to obtain, and they feel a natural though not a creditable timidity in asking questions that they fear will simply expose their ignorance. To answer some of these questions and make the study of local geology more practical than it has been heretofore is the purpose of this article. As *impedimenta* the teacher should possess Frye's "Primary Geography," Shaler's "First Lessons in Geology," and Winchell's "Geological Studies." He should have access to the large map of Utah (U. S. Land Office, 1894), and should copy this on paper of equal size or in sections, but the copy should be a relief map so accurate that it will be understood and recognized. The teacher should also practice upon the blackboard the topographical slopes and outlines with which he is familiar, as this is helpful in clearing doubtful points and in class-room explanations when outdoor study is impossible.

From north to south, dividing Utah into two distinct portions, and, at its southern extremity bending abruptly westward toward the Nevada line, is a mighty mountain chain, known locally and geographically, though not geologically, as the "Wasatch system." This wall of lime and quartzite separates two geological provinces, distinct in form and feature, in mass structure and even in characteristic minerals. To the east is a series of platforms or terraces falling eastward from the summit of the Wasatch plateau to a central ridge known as the San Rafael Swell, of Emery county, and thence rising in the same order and manner to the mountains of Western Colorado. South of the Rim of the Basin a depression some eighteen miles south of the Utah-Arizona line marks the base of the geological terraces, thence there is a gradual ascent to the San Francisco and Bill Williams mountains. The region is one of level tables and vertical cliffs. Where there are evidences of volcanic action the lava appears as level terrace-caps or in the laccolite structure, concerning which more will be said under the head "Local Volcanism." The rivers of this district water no fertile valleys, but flow through gorges and canyons of incredible depth, all making their exit to the sea by way of the typical canyon of the canyon region—the Grand Canyon of the Colorado. To geologists the region is known from its peculiar structure as "The Plateau Province." It has two sub-provinces—the Uintah sub-province, extending northward from the

junction of the Green and Grand rivers into southern Wyoming, and the Grand Canyon sub-province stretching southward from the same point to The Needles in Arizona. The former is distinguished by a peculiar method of mountain making; the latter, to the most casual observer, by the wonderful and vivid coloration of the strata that represent the different geological ages and periods no less than by the palaeontological (fossil) forms indigenous to the district.

The territory lying west and north of the dividing line is of entirely different appearance and structure. There is nothing analogous to the terrace formation. In its place is found a series of wide desert valleys extending to the eastern foothills of the Sierra Nevada. The desert is crossed and broken by a series of low and rugged ranges having a general north and south trend. Many of these are volcanic, but are of much more simple structure than their Plateau Province congeners. Of this vast district the drainage is entirely inland and where mountain streams grow to the magnitude of little rivers they seep and sink in saline lakes that seem to enhance rather than detract from the general aridity of the intermountain region. In recent geologic times the depressions between the Wasatch and the Sierra had each its lake. The largest of these lakes—Bonneville and Lahonton—are well worthy of careful, special study in the upper grades of the district schools.

The mention of these lakes suggests the reasons for their names and there is not a county in Utah in which nomenclature does not connect the history of early exploration with the work of the geological survey. From the time of Coronado, of La Honton, of Escalante down to the colonization struggles of the pioneers, every peak, valley, and stream has in connection with it some one event of historic interest that should be interwoven with its geology and natural history.

As was the condition in the days of the pleistocene so it would be today were there sufficient rainfall and a decreased ratio of evaporation. The land in which we live would be a succession of lakes, some rivaling Lake Erie in size. The volcanic ridges of the desert would then be long, rugged islands, and in traveling from Echo or Thistle to the boundary of California the greater part of the journey would be on boats. Should the lakes rise yet higher, as did Bonneville at one time, the drainage would be northward through Red Rock Pass (Idaho) into Snake River. From its inland drainage and

successive ancient lake beds western Utah and almost all of Nevada are geologically included in the "Basin Province."

The Plateau and Basin Provinces are not altogether contiguous on the east. Mt. Nebo is the geological termination of the Wasatch range. From this landmark southward extend two lower and parallel chains that enclose Sanpete valley, Upper Sevier valley and Panguitch valley. In formation and mountain structure this district contains some of the characteristics of both Basin and Plateau. It is therefore called "The Wasatch Sub-Province." Long Valley and that region lying between the Virgin river and the Rim of the Basin is known as "The Virgin Sub-Province."

The mountains of a country are responsible for its topography and while, generally speaking, the successive contractions of the earth's crust have made the mountains, and subsequent settling, with erosion and corrosion, have shaped them, it is nevertheless certain that mountain, as well as men, are made after entirely different types. No mountain of Utah is made in the same way as were the Alps, the Appalachians, or the Sierras; nor is the same type of mountain structure to be found in both Wasatch and Uintahs. The science of mountain making, which is a natural division of dynamical geology, is called *orogeny*. It should naturally form the first chapter in any work on local historical geology and will be considered next in order.

POETRY.

IN SEPTEMBER.

Feathery clouds are few and fair,
Thistle-down is on the air,
Rippling sunshine on the lake,
Wild grapes scent the sunny brake;
Wild bees murmuring take the ear
Crickets make the silence dear,
Butterflies float in a dream,
Over all the swallows gleam.

Here and yonder, high and low,
Goldenrod and sunflowers glow,
Here and there a maple flushes,
Sumac reddens, woodbine blushes,
Purple asters bloom and thrive,—
I am glad to be alive!

—*Robert Kelley Weeks.*

GOLDENROD.

Midsummer music in the grass,
 The cricket and the grasshopper;
 White daisies and red clover pass;
 The caterpillar trails her fur
 After the languid butterfly.
 But green and spring-like is the sod,
 Where Autumn's earliest lamps I spy,
 The tapers of the goldenrod.

—*From American Teacher.*

THE PRETTY SUNSHINE YONDER.

As over hill and mountain height,
 Or on the plains I wander,
 I love to see the distant bright
 With pretty sunshine yonder.

That place seems near, though far away,
 The sun's great light so brightens
 The trees, and grass, and all looks gay,
 The light each color heightens.

It seems to be a favored spot
 Diverging lights combining,
 And while I gazed I half forgot
 No sun on me was shining.

Although dark clouds around me met,
 And o'er me rolled the thunder,
 Yet that bright scene made me forget
 The dark cloud I was under.

Before the sun has time to set
 Reversed may be the story,
 The sun look through those dark clouds yet
 On me in brilliant glory.

Until that time I still will wait
 And gaze afar the fonder
 At scenes which look like heaven's gate,
 In pretty sunshine yonder.

—*Henry Simmons.*

[NOTE.—Respecting the merits of this little poem, *Pretty Sunshine Yonder*, it is needless to say anything. The reader will instantly feel the spell of its imagery and the beauty of its moral. But concerning its author a

few words will not be thrown away. He is evidently a poet after Shelley's own heart, a man that gives himself up to nature's moods, and writes only to relieve his feelings, careless and indifferent as to whether others share his joy, and sound his praise. Blest—or cursed, which ever be your point of view—with that "harmonious madness" which afflicts the half-incarnated soul, he wanders amid fields and meadows the lonliest among mortals, yet the most companionable when among nature's marvelous host of beings; for where others see only cabbage and squash and potatoes, he sees the splendors of an ethereal world. Such is Shelley's poet. Whether Mr. Simmons fits the description in every particular I do not know. He is now an old man, and lives by himself in a little home remote from one of the prominent towns in Utah county; lives his own ideal life, poor as man rates wealth, but rich as he rates it—rich in the possession of a world which others throw away. He has never as yet published a line, though he has hundreds of poems he might publish. The verses here presented were shown to me by a friend of his who agreed to assume the responsibility of publishing them. Let us hope to hear again from him.—EDITOR.]

NON-PARTISAN MANIFESTO.

SALT LAKE CITY, Sept. 17, 1895.

Dr. Karl G. Maeser, Provo City, Utah:

MY DEAR SIR:—It seems that our fellow-citizens have thought best to place our names as rival candidates for the office of Superintendent of Public Instruction of the new state of Utah, on the tickets of the two great political parties of the country. As you have publicly expressed yourself, and as I also believe, our public schools and the high office that comprehends their supervision, should be free from the evils of partisan strife. I am convinced that it would be inimical to the best interests of these schools and inconsistent with the character of a prospective incumbent of the office named, that he should "take the stump" and, in a hot political campaign, harangue an excited populace to favor his side.

I feel sure that you will agree with me that the fitness of the candidates and the merits of the opposing sides should be portrayed by those whose duties or office will not be compromised by taking such part, and that we should mutually agree to refrain from personally "stumping" the Territory in behalf of ourselves or party.

We shall both be subject, no doubt, to much misrepresentation and perhaps abuse, but between ourselves let the campaign be a fair and honorable one.

Please write me at once whether or not you accept this proposition.

Yours truly,

JOHN R. PARK.

DR. MAESER'S REPLY.

PROVO, Sept. 18, 1895.

Dr. John R. Park, Salt Lake City:

DEAR SIR:—Your kind favor of yesterday has just been received and perused with much satisfaction. Your proposition that both of us refrain from "taking the stump" in the coming campaign, meets my unqualified approval.

In my official capacity, as well as in that of a teacher of normal students, my efforts for many years have been to induce teachers to avoid entering the political arena, knowing that a teacher's usefulness in his profession will be impaired in proportion to his political activity.

With you, I share the earnest desire, that the leading political parties in our future state may arrive, by and by, at a mutual agreement, to keep educational affairs entirely out of party politics. I should respectfully suggest that both our letters be published in the Deseret News, the most prominent non-partisan paper in Utah.

Yours truly,

KARL G. MAESER.

SCHOOL NOTES.

Miss Maud May Babcock's lecture tour through Sevier county during vacation was an ovation.

The public schools of Provo close Thursday evening so that the teachers can visit the Salt Lake City schools Friday.

A series of items of interest from the Agricultural College at Logan, came too late for this issue. They will appear in our next.

There were enrolled in the public schools of Provo 1010 students at the end of the fourth week. Twenty-two teachers are employed.

The twenty-fifth Annual School Journal reached our table during vacation. In no other periodical is the progress of education better reflected than from its luminous pages.

Some new features have been introduced into the city teacher's meetings this year. The first half hour of each meeting is devoted to giving the teachers lessons in singing, and the hour is used in giving them lessons in drawing.

One of Utah's popular teachers is Prof. C. A. Whiting, a man whose

erudition and keen insight into nature's ways is only equalled by a rich, warm, companionable disposition which wins friends for him everywhere, and belies his theory that man descended from the ape.

At the late Democratic convention at Payson, the nominating speech for County Superintendent of Schools was limited to one word. That word was "Christensen." Speeches seconding the nomination, equally brief, were made by every delegation, and the nomination was carried by acclamation.

Miss Lillie Hamlin of the Salt Lake schools taught the course in Primary methods in the Sevier County Institute. The affable, dignified, and self-possessed manner of this young lady before a class was a revelation to many teachers as to how one's nervous energy may be conserved and that fatal malady, pedagogic agony, be cured.

The pleasant news reaches us that Miss Amy Brown, who has been confined for three months with a sprained ankle, will soon be able to resume her place in the school-room. Miss Brown was for years a teacher in the B. Y. Academy. Last year she was engaged in the Salt Lake schools, and her position is now awaiting her complete recovery. She is deservedly one of the most popular teachers in the Territory.

The fact that Box Elder Summer School opened its third annual session with sixty members shows that the teachers in that county have a momentum heavier than novelty to carry them on, and also that the work in the past has been successful. The school was under the supervision of Supt. Angus Vance; and Prof. C. A. Whiting of the University, and Prof. N. L. Nelson of the B. Y. Academy were the chief instructors.

The Republicans did a wise thing in nominating Prof. G. H. Brimhall for County Superintendent of Schools. When soon as his name was presented it went like wild-fire. Perhaps there is not a more popular teacher in the Territory, nor one more deservedly popular. Whatever may be the issue of the election, Utah county will have a first-class superintendent of schools. [Since above was set up, we learn that Prof. Brimhall has resigned, and the Republican Central Committee has appointed Prof. L. E. Eggertsen of the B. Y. Academy to take his place on the ticket.]

The Sevier County Summer School deserves an important place in the school annals of '95 both for its admirable management and its happy results. Believing that the best season was early summer, its promoters began work during the closing week of May and closed five weeks later, ere it had scarcely begun to grow too warm for comfort. Monroe and Richfield bid against each other for the school. The latter town guaranteed the greater number of students and got it, though the former, with its splendid warm baths and delightful canyons and trout streams, offered the greater natural attractions. Over one hundred students were in attendance, and the faculty consisted of ten teachers, three of whom, Professors Nelson and Horne and Miss Helen Winters, were from Utah county, the remainder being local talent. At the close of school most of the teachers repaired to

that wonderful summer resort among the clouds—Fish Lake—and spent ten happy days junketing and what-not—especially the latter.

BRIGHAM YOUNG ACADEMY NOTES.

The Academy extension work which was promised at the Beaver summer school will appear in our next issue.

Prof. Giles is absent on furlough this year. It is understood he is going East to take some advanced work in music.

Assistant Professor Edward H. Holt and Miss Edith Holdaway of Provo were married during the summer vacation.

There are already six hundred students enrolled in the Academy. The prospects are that this will be a very successful year.

The librarian acknowledges with pleasure the receipt of a new work on Elocution by Prof. Trueblood of the University of Michigan.

President Cluff having accepted an invitation to lecture to the people of the Malad Stake was absent Friday and Monday delivering those lectures.

Earnestness is a prominent characteristic of the Academy students this year. They are pushing ahead with a great determination to master the work in hand.

The aim of the officers of the Polysophical Society for the year is to put before the members of that society a series of lectures by the best men in our Territory.

Wm. E. Rydaleh and O. B. Andelin are absent this year on furlough. The former is traveling in Virginia, the latter in Germany. Both are preaching the gospel.

It is with regret that we record the protracted illness of Miss Ella Larsson, one of our primary teachers. Her health will not permit her to resume her labors during the present year.

The securing of Congressman Bryan to deliver his lecture on the silver question speaks well for the officers of the Polysophical Society. The lecture was a master effort of a master mind.

Miss Julia Alleman of Springville taught for a few weeks in the Primary school and conducted classes in physical culture, during the temporary absence of Miss Louise Kellar on account of sickness.

The planting of trees and the laying out of our campus by last year's students was a most excellent work. Ninety-nine per cent. of the trees and shrubbery are growing and give to the grounds the aspect of a garden.

We are hoping that the new Central building north of the postoffice will be fitted up soon so that it can be occupied by the Commercial College thus making more room in the Academy building for the Normals. One of our greatest needs today is "more room."

Aside from his literary work and one week given to rusticating, Prof.

Nelson spent his vacation as instructor first in the summer school at Richfield and afterward in that of Brigham City, in both of which places he conducted classes in psychology, grammar, rhetoric, and elocution.

The Faculty has been enlarged and strengthened this year by the following new members: Miss Aretta Young, Primary school, I and II grades; James Osterman, Primary school, VII grade; Anthony C. Lund, student in Leipsic Conservatory of Music, who will assist in the teaching of German and take Prof. Giles place at the head of the Music Department; Andrew B. Christensen, B. Pd., assistant teacher in Science and History; Charles A. Fillerup, B. Pd., assistant in Science; Edwin S. Hinckley, B. L., instructor in Chemistry and Geology; and Richard R. Lyman, B. S., (C. E.) professor in Mathematics and instructor in Physics.

About 9 o'clock on the evening of September 20, Prof. M. C. Davis was walking along Seventh street, about three blocks east of the court-house, dressed for the evening Polysophical ball, when suddenly in the dark some one accosted him and charged him with having whipped this person's sister in school. The professor indignantly denied the charge, when without warning he received a blow on the temple which utterly dazed him and caused him to reel. Blows then followed thick and fast, and when his senses returned sufficiently to realize what had happened he found himself prone in a blind ditch and his assailant on top of him beating him on the head with the fury of a mad-man. With a desperate effort he regained his feet, pulled off his overcoat, and sought to defend himself, but was unable to lodge a single blow upon his adversary. The plight of Prof. Davis when the melee was over may better be imagined than described. His clothes bespattered from head to foot and his face beaten almost to a jelly, it was a week before the swelling had sufficiently subsided to disclose his real injuries. Then it was found that the frontal bone beneath the left eye had been crushed and the nerve on that side paralyzed, leaving his face permanently disfigured. The assailant proved to be Will Knight, son of Jesse J. Knight, and a normal student of the Academy. The case came before the Academic Council which ordered that he be publicly expelled, and that his membership certificate be cancelled. Subsequently the same body investigated the charge of corporal punishment, which formed the pretext for the assault, and it was found to be utterly without foundation. Prof. Davis had touched the little girl on the hand with a pointer to call her attention and then reproved her for listlessness. The reproof hurt her feelings and she went home crying. This happened thirty-six hours before the assault —time enough for investigation had the family taken the trouble. Prof. Davis has entered suit against father and son for damages.

*John Knight
Jennie Lund*